DOCUMENT RESUME

ED 060 407 AC 010 612

TITLE	Filmstrip Manual to Accompany the Filmstrip: When Raymond Was Six.
INSTITUTION	New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.
PUB DATE	71
NOTE	21p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Adult Basic Education; *Child Development; Family Life Education; *Films; Instructional Aids; *Parent Education; *Teaching Guides

ABSTRACT

As an aid for teachers of adult basic education, this publication suggests ways to use the filmstrip "When Raymond Was Six" to greatest advantage. It offers possible questions for class discussion, and provides activities for additional learning experiences. The filmstrip may be used in a variety of ways, such as the following: as motivation for a lesson, as focus for a point during a lesson, as a summary of a lesson, as reinforcement for important points of a lesson, and as a stimulus to involve the class in a lesson. The filmstrip and its companion materials are seen as valuable aids in helping parents of young children become more effective in meeting their children's needs. The text of the filmstrip is provided to assist teachers who wish to read it while preparing their lesson presentation. (Author/DB)

ED 060407

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

WHEN RAYMOND WAS SIX

TEACHER'S MANUAL
FOR FILMSTRIP ON PARENT EDUCATION AND FAMILY LIFE

1

AC006412

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of the University (with years when terms expire)

1984 Joseph W. McGovern, A.B., LL.B., L.H.D., LL.D., D.C.L.,
Chancellor- New York
1985 Everett J. Penny, B.C.S., D.C.S., Vice Chancellor - - - - White Plains
1978 Alexander J. Allan, Jr., LL.D., Litt.D. - - - - - - - - - Troy
1973 Charles W. Millard, Jr., A.B., LL.D., L.H.D.- - - - - - - Buffalo
1972 Carl H. Pforzheimer, Jr., A.B., M.B.A., D.C.S., H.H.D.- - Purchase
1975 Edward M. M. Warburg, B.S., L.H.D.- - - - - - - - - - - - New York
1977 Joseph T. King, LL.B. - - - - - - - - - - - - - - - - - - Queens
1974 Joseph C. Indelicato, M.D.- - - - - - - - - - - - - - - - Brooklyn
1976 Mrs. Helen B. Power, A.B., Litt.D., L.H.D., LL.D. - - - - Rochester
1979 Francis W. McGinley, B.S., LL.B., LL.D. - - - - - - - - - Glens Falls
1980 Max J. Rubin, LL.B., L.H.D. - - - - - - - - - - - - - - - New York
1986 Kenneth B. Clark, A.B., M.S., Ph.D., Litt.D.- - - - - - - Hastings
on Hudson
1982 Stephen K. Bailey, A.B., B.A., M.A., Ph.D., LL.D. - - - - Syracuse
1983 Harold E. Newcomb, B.A. - - - - - - - - - - - - - - - - - Owego
1981 Theodore M. Black, A.B. - - - - - - - - - - - - - - - - - Sands Point

President of the University and Commissioner of Education
Ewald B. Nyquist

Executive Deputy Commissioner of Education
Gordon M. Ambach

Deputy Commissioner for Elementary, Secondary, and Continuing Education
Thomas D. Sheldon

Associate Commissioner for Instructional Services
Philip B. Langworthy

Assistant Commissioner for Instructional Services (General Education)
Bernard F. Haake

Director, Division of School Supervision
H. George Murphy

Chief, Bureau of Continuing Education Curriculum Development
Herbert Bothamley

Assistant Commissioner for School Services
Leo A. Soucy

Director, Division of Continuing Education
Monroe C. Neff

Chief, Bureau of Basic Continuing Education

FILMSTRIP MANUAL

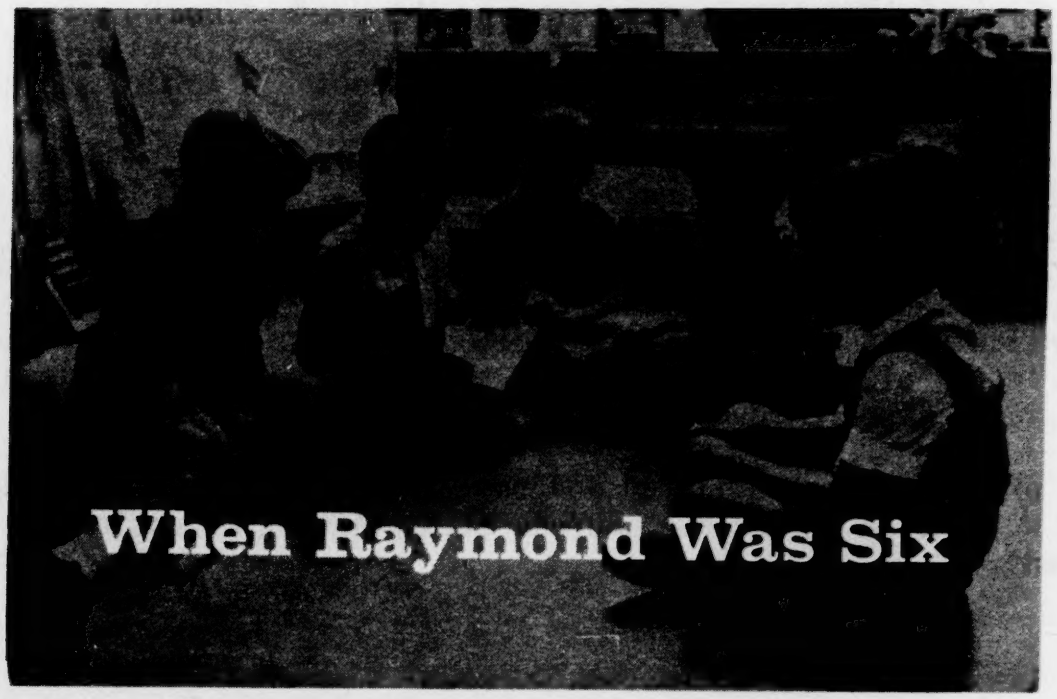
to

Accompany

the

Filmstrip:

WHEN RAYMOND WAS SIX



THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
BUREAU OF CONTINUING EDUCATION CURRICULUM DEVELOPMENT
ALBANY, NEW YORK 12224
1971

FOREWORD

This filmstrip manual is provided as a guide to the filmstrip, *When Raymond Was Six*. It is intended to suggest ways to use the filmstrip to greatest advantage. Some possible questions for class discussion and related activities are included, as well as the complete script and description of the action of the filmstrip. The manual and filmstrip are components of a materials packet which also includes a teacher's lesson plan manual, student worksheets, and a student brochure. This packet, dealing with the development of children aged 6 through 12, is the second of three sets of materials being prepared for adult students in the area of parent education and family life.

The Bureau of Continuing Education Curriculum Development expresses appreciation to John W. Abbuhl, M.D., for his advice and active participation in the development of the concepts reflected in the text of this manual. Gratitude is expressed to the members of the National Advisory Committee, the "Big Cities" Advisory Committees, and the Professional Advisory Committee for their role in planning and initiating the social living skills curriculum project. Oscar A. Kaufman was responsible for the technical production of the filmstrip.

Appreciation is also expressed to George F. Foot, Associate, Bureau of Child Development and Parent Education, who made valuable suggestions regarding the materials in this parent education curriculum project. This Bureau further acknowledges Alfred T. Houghton, former Chief, Bureau of Basic Continuing Education, and the following associates in that Bureau who assisted in the planning and review of the manual: Harvey Johnson, Lois A. Matheson, and Theodore Turone.

The project was coordinated and the manuscript prepared for publication by Barry W. Jamason, Associate, Bureau of Continuing Education Curriculum Development.

HERBERT BOTHAMLEY, *Chief*
Bureau of Continuing
Education Curriculum Development

H. GEORGE MURPHY, *Director*
Division of School Supervision

MESSAGE TO THE INSTRUCTOR

Many of the current social problems facing society today appear to have their roots in the failure of many parents in all walks of life to provide adequately for the physical and emotional needs of their children in the early stages of their lives. Often, this failure results from ignorance or confusion concerning the importance of these stages as well as the specific needs of young children. Teachers of adult basic education will find this filmstrip and its companion materials valuable aids in helping parents of young children to be more effective in meeting these needs.

The companion materials consist of lesson plans, an integral part of which is the background information for the teacher, student worksheets, and a student brochure. This publication is prepared for use with the filmstrip: *When Raymond Was Six.* It provides the teacher with suggested ways to use the filmstrip to greatest advantage, offers possible questions for class discussion, and provides activities for additional learning experiences. The filmstrip may be used in a variety of ways, such as the following:

- As motivation for a lesson
- As focus for a point during a lesson
- As a summary of a lesson
- As reinforcement for important points of a lesson
- As a stimulus to involve the class in a lesson

The packets for adult basic education are designed, in terms of the recommendations of the advisory committees and writing consultants, to present a variety of types of materials with the hope of attracting the interest and concern of the adult student in the four areas of the social living skills: consumer education, health and nutrition, practical government, and parent education and family life.

MONROE C. NEFF, *Director*
Division of Continuing Education

CONTENTS

	Page
Foreword	ii
Message to the Instructor	iii
Using the Filmstrip	1
Suggested Questions for Discussion	3
Suggested Activities	4
Text of the Script	5

USING THE FILMSTRIP

A major advantage of a filmstrip is its flexibility. It may be shown in part or in whole, with varying speeds, or in conjunction with other teaching media. While no particular amount of time is recommended for using a filmstrip, it is suggested that a variety of learning activities be used and that the instructor not devote an entire class session to a filmstrip.

The filmstrip also serves to motivate students, since they are quick to respond to familiar scenes and attractive pictures in color. When working with adults, it is important to realize that each one has already had a great deal of living experience. Therefore, much can be learned from each other. It is with the idea of getting people totally involved and bringing out the maximum contribution that each can make that these suggestions are made. A filmstrip lends itself well to asking interesting questions of the class to bring about a high level of involvement.

The following material may be used by the instructor as he prepares an overall plan for the use of a filmstrip. The ideas presented here should allow for comprehensive coverage of content and efficient use of class time. The steps to consider when planning the use of a filmstrip are:

- Plan the Presentation (Organization and Methods)
- Prepare Equipment and Materials
- Orient the Class (Background Material)
- Present the Lesson
- Summarize Concepts and Understandings
- Evaluate Knowledge Acquired
- Followup with Additional Opportunities To Learn

1. Plan the Presentation (Organization and Methods)

   Always preview a filmstrip to familiarize yourself with its content. While previewing the filmstrip, prepare comments which might answer such questions as:
   - What is the filmstrip illustrating?
   - Why is the material presented important?
   - What are the important terms and understandings used in the filmstrip?
   - What are some appropriate topics which could be used to stimulate class discussions?

2. Prepare the Equipment and Materials

   Before the class begins, practice inserting the filmstrip, framing and focusing several times so that you feel comfortable using the equipment. Each frame should be flipped sharply to avoid the distraction of rolling. Have a screen ready. Although the wall may be used, a beaded screen is much more desirable. The larger the room and the larger the group of viewers, the larger the picture needed. Be sure there is a table for the projector, an electrical outlet, and an extension cord (the cord with the projector is usually short), and a spare projector lamp. If the class is not held at night, be sure the room can be darkened. Check to see if the lights can be turned off without cutting off power to the projector. Note: After the class period is over, rewind the filmstrip with the "END" frame inside the roll.

3. Orient the Class (Background Material)
   Introduce the filmstrip with some remarks about what the class will see. Discuss the more important terms used in the filmstrip, and point out the main theme(s) to be presented.

4. Present the Lesson
   Set the projector up, insert the filmstrip, and focus the first frame you plan to use. The filmstrip may be used wholly or in part, insofar as it is appropriate to the plans for the lesson. It may also be stopped at any frame for discussion or questions and then continued or turned back. Present your comments and encourage discussion and questions for the students.

5. Summarize Concepts and Understandings
   Itemize the important learnings on the chalkboard as they are contributed by the class. Allow time for the students to raise other questions which may lead to a more complete understanding. Encourage students to keep some kind of notations for future review.

6. Evaluate Knowledge Acquired
   Prepare a list of questions which might assist students to evaluate how well they have learned the important points of a lesson. One approach might be for the teacher to present the questions, pause for a few moments to allow the students to form their answers, and then give the answer. The class might be asked to write the answer (if the level of writing ability is high enough). Interest could be encouraged by asking the students to keep track of their number of correct answers.

7. Followup with Additional Opportunities To Learn
   Introduce a few new topics for discussion which will motivate the students to project their understandings.

SUGGESTED QUESTIONS FOR DISCUSSION

The following questions may be used during the presentation of the filmstrip or after it has been shown in order to promote further understanding. It is suggested that the instructor seat the class in a circular fashion or in a manner that avoids a rigid row-order arrangement of seats. This will permit more informal discussion. Avoid asking questions which require only a "yes" or "no" answer, and do not allow any particular student to engage you in a dialog. Limit judiciously your own participation. Always strive for maximum discussion among the students.

1. Why are the behavior patterns and attitudes of 6- to 12-year-olds unique? Give specific examples to illustrate.

2. Why is it important for parents to alleviate a child's feelings of self-consciousness? Explain why these feelings occur.

3. Why is it important for children to experience increasing responsibility as they grow? Give some examples of experiences that would be particularly helpful.

4. Why is it important for parents to have faith and confidence in their child? What are some ways in which parents may make this confidence known?

5. What types of experiences are unusually helpful in building optimum family relationships? Why is a feeling of pride and confidence important in family relationships?

6. What are some ways in which parents can develop a positive optimistic view of their children?

7. Give some examples of things parents can do to provide children with opportunities for success. Why is this important?

8. What are some ways by which parents can establish an understanding of the sexual behavior of a 6- to 12-year-old child?

9. Prepare a list of some of the major characteristic changes that take place in a child's curiosity about sex in the age range of 6 to 12 years.

10. What can parents do to establish and maintain good attitudes on the part of the child toward his education?

11. Cite several important ways in which parents can stress the desirability of good home-school cooperation.

12. What are some of the best ways by which parents may promote good reading habits in the child at home?

13. What are some of the influences that bring about major changes in a child as a result of contacts beyond the home?

14. What is meant by peer relationships? Give several examples to show how these affect a child's behavior at various stages in his development.

15. What can parents do to help a 6-to 12-year-old understand his reactions to interpersonal relationships in his school and his neighborhood?

16. Compare the growth and personality patterns between boys and girls in this age group.

SUGGESTED ACTIVITIES

The instructor may wish to select an activity or two from the following to stimulate additional interest and provide greater knowledge. The person in charge of the adult education program in your school district will be able to give you assistance in establishing contact with persons and organizations who can provide help in various areas of study. He also will be willing to assist you in discussing good approaches in planning field trips or having resource people talk with the class.

1. Arrange for a pediatrician to talk to the class about the importance of the physical, emotional, intellectual, and social growth of children in the 6-12 year age group. Students should be prepared to ask specific questions developed in advance. The pediatrician should also be provided with information concerning the major interests of the students.

2. Conduct a panel discussion on the needs of young children in the 6-12 year age range. The panel may include a doctor (pediatrician or obstetrician), a psychologist (preferably one who specializes in child development), and several experienced parents. This meeting could be open to parents of young children not enrolled in the class. Each panelist should be asked to prepare a short statement viewing the subject from his particular vantage point. Students should be briefed in advance and helped to prepare appropriate questions for the panel's consideration.

3. Arrange for one of the school's guidance counselors to discuss with the students ways in which school personnel can work with parents for the greatest benefits to their children. An overview of the school's program will also help parents to understand the importance of their children's education. Have the counselor discuss with the parents specific ways in which they can work with the school in supervising activities in the home.

TEXT OF THE SCRIPT

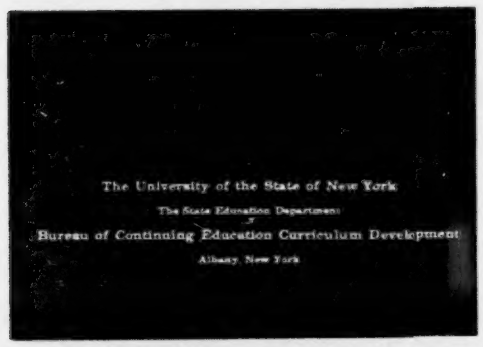
The following text of the filmstrip is provided to assist teachers who wish to read it before class while preparing their lesson presentation.

Sound	Frame
(1) *Narrator*. At the age of 12, Raymond Torrey is in the seventh grade. He's doing well in school and is looking forward to high school and college. He's in good health and enjoys most of the things that he does. One of these boys is Raymond Torrey... which?	
(2) *First Boy*. I'm Raymond Torrey.	
(3) *Second Boy*. I'm Raymond Torrey.	
(4) *Third Boy*. I'm Raymond Torrey.	

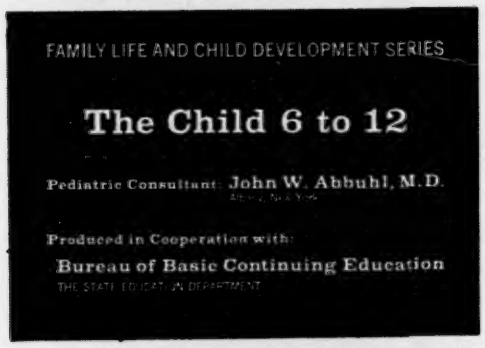
(5) *Narrator.* To help us learn more about him, before we try to guess, let's go back to when Raymond was 6...

(6) *When Raymond Was Six.*

(7) *No Text.*


The University of the State of New York
The State Education Department
Bureau of Continuing Education Curriculum Development
Albany, New York

(8) *No Text.*


FAMILY LIFE AND CHILD DEVELOPMENT SERIES
The Child 6 to 12
Pediatric Consultant: John W. Abbuhl, M.D.
Produced in Cooperation with:
Bureau of Basic Continuing Education

(9) *Narrator.* At age 6, Raymond was no longer a baby. A large part of his day was spent with other children like himself, and other adults... away from his mother. No longer his mother's "Little Raymond"... he was Raymond Torrey, a person on his own.

(10) When his mother met him after school, he had very little to tell her about what went on in class.

Mother. Did you have a nice time in school today? What did you learn?

Raymond. Oh, we didn't do much... the teacher read to us.

Mother. Did you write anything?

Raymond. Yes... I think so... I don't remember. Let's go home.

(11) *Narrator.* This worried her because he had been slow to learn to talk as a baby and she was afraid that he might not be as smart as the others in school. She decided to talk to his teacher about it after school the next day.

(12) This was the best thing that she could have done. Miss Harris, his teacher, was very glad to have this chance to speak to her about Raymond.

(13) *Miss Harris.* Mrs. Torrey, not all children of the same age learn at the same speed... just as they don't all grow at the same speed. We must be careful not to upset Raymond by trying to push him faster than he can go right now. The important thing is for him to like school and want to come here and learn with the others.

(14) I believe that Raymond likes school and is learning. He seems a little unsure of himself when something new is being taught, and holds back... but I think that this will wear off in time as he gets more confidence.

(15) It may be that he knows that you worry about him, and his ability to learn as fast as the others. Children can feel these things, you know. You and Mr. Torrey should continue to show interest in his work and let him tell you about it in his way, without pressure.

(16) I think that in a little while he'll open up and be glad to tell you both what he has learned. Let's meet again in about 4 weeks and see what progress we're making.

(17) *Narrator*. As time went on that year, Raymond began to take part, more and more, in classroom activities... just as Miss Harris had hoped he would. In fact, by the end of the second year he became one of the faster learners.

(18) When Raymond reached his eighth year, the center of his interest seemed to move from home and school to the street. There was no end to the amount of time that he wanted to spend with his friends. Finding schoolwork easier to do... he gave it less time.

(19) Raymond looked up to the older boys in the group. They talked about things that sounded exciting and fun... things that he never heard about at home. He learned about gangs and who the important people were in the neighborhood. He learned the meaning of words like "busted" and "smack" and laughed at jokes about girls that he didn't understand... but which excited his curiosity as nothing else did.

(20) One of the people Raymond looked up to was an older boy who lived the life of a street gypsy and who stayed away from home and school days at a time... living on what he could find, and what the others brought him from home. Nobody ever remembered seeing his father, and his mother just gave up trying to handle him. Raymond was proud to be his friend.

(21) Mrs. Torrey suddenly found it hard to talk to Raymond and make him understand that school was more important than this street gang. Finally, as his mother became more occupied with his younger sister and baby brother, Raymond won the battle to lead his own life.

(22) By the fourth grade, Raymond found out that he could get by without doing much work at all. There were other boys and girls in class who felt just as he did, and soon they fell into the habit of coming to school unprepared every day.

(23) They paid little attention in class and, in turn, began to be ignored by their teacher. At midyear Raymond, for the first time in his life got a failing grade. He was to be left back!

(24) He knew that his parents would be very upset by the news of his failure, and he especially feared his father's anger. He was afraid to go home. The later it got, the more hopeless he felt. He thought about running away.

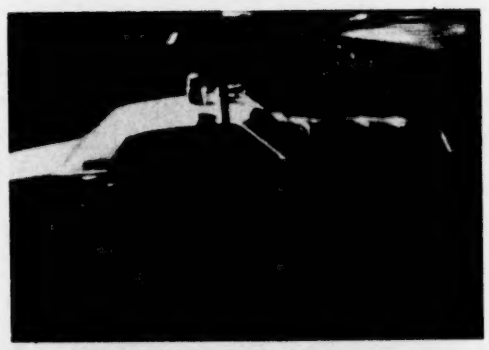
(25) When it was very late, his friend took him to an empty apartment that they could use for the night.

(26) *Raymond.* Doesn't look like there's any place to sleep here...

Friend. We'll find something... you'll be OK, don't worry.

(27) *Narrator.* Raymond was scared, but ashamed to say so, when his friend took him into the empty building. He was afraid of the strangers, and of breaking the law.

(28) *Boy's Voice*. Hey! There's a police car outside! We'd better get out of here fast!



(29) *Narrator*. In a panic, Raymond ran from the building with the others. He only thought of the safety of his home.

(30) He ran through the streets without stopping for breath until, at last, he rounded the final corner and nearly ran into the arms of his father.

(31) He was sent to bed after being given something to eat. It seemed almost unbelievable to be home and in his own bed... to have again the things that he thought he lost... to be warm, to be cared about.

(32) The next day Mrs. Torrey went to school and met with one of the school's special counselors. Miss Dario, the counselor, welcomed her and quickly put her at ease.

(33) *Counselor.* Mrs. Torrey, you have one of the hardest jobs there is — bringing up children under especially difficult conditions where community problems and even school problems are working against you.

(34) At best, it's not an easy job. Children change greatly during their early school years.

(35) They reach out and grow. Outside life, school and friends, becomes more important to them.

(36) When you live in a community where a number of homes are broken, you must expect that young children coming in to the school from these homes will bring problems with them.

(37) Sometimes these children are passive and slow, making it hard for a teacher to create an easy, relaxed learning atmosphere.

(38) Other children who have been left on their own a lot develop aggressive, even bullying attitudes to make up for their insecurity.

(39) Many don't eat regularly and come to school hungry in the morning. You know how important good nutrition is for the infant and the preschool child, well, a balanced diet is just as important to the growing boy and girl after age 6.

(40) At first — when the children are very young — we, and the parents, have a lot of control.

(41) Then, suddenly it seems, the ideas and opinions of other children of their age, and the approval of older children, become very important to them. This is normal, and Raymond behaved in a very normal way.

(42) I understand that Raymond has a younger sister in the second grade. You should be prepared for these changes in her also — with a few differences. Girls grow faster than boys in many ways during this age period.

(43) They develop a greater social awareness of one another, and of boys too. Boys of this age show less interest in girls than girls do in them.

(44) Asking questions about sex and childbirth is normal behavior during these years. Girls will tend to do this more than boys, although both are equally curious.

(45) Outside influences aren't all good even in economically advantaged communities. A number of children will come from homes where serious emotional problems exist.

(46) You must expect that your child will be influenced to some extent by these others — especially those who are a little older — admiring their freedom and worldly knowledge. It's lucky, in a way, that Raymond found out so early just how sad and frightening their lives really are.

(47) We have special remedial classes and tutors who can work with Raymond as they do with others who have fallen behind.

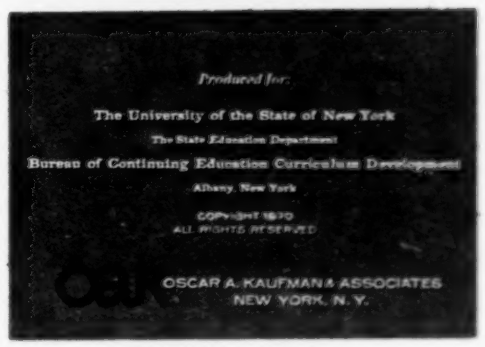
(48) I also think that it would be a good idea to take Raymond over to our youth center. They have many interesting things that he might enjoy doing.

(49) As long as we work together, I'm sure that we'll get the results we both want. Now, first of all, let's make arrangement for Raymond's tutorial help...

(50) *Narrator.* At the age of 12, Raymond Torrey is doing fine. His grades are good, and he's looking forward to high school and college. He's in good health and has never used drugs. Which is Raymond Torrey?

Raymond Torrey can be every child, if we try.

(51) *No Text.*


Produced for:
The University of the State of New York
The State Education Department
Bureau of Continuing Education Curriculum Development
Albany, New York
ALL RIGHTS RESERVED
OSCAR A. KAUFMAN & ASSOCIATES
NEW YORK, N.Y.

ERIC Clearinghouse
OCT 11 1971
on Adult Education

ERIC Clearinghouse
on Adult Education